

## ABSTRAK

**Suraety Djamaluddin, 2022.** Analisis Penanaman Nilai Karakter Pada Anak Berkebutuhan Khusus Di SD Negeri Unggulan Mongisidi I Makassar. Dibimbing oleh Rosleny Babo dan Muhammad Basri.

Penelitian ini bertujuan untuk : 1). Mendeskripsikan penanaman nilai karakter pada anak berkebutuhan khusus di SD Negeri Unggulan Mongisidi I Makassar. 2). Mendeskripsikan bentuk penanganan dalam mengatasi masalah pendidikan karakter pada anak berkebutuhan khusus di SD Negeri Unggulan Mongisidi I Makassar. Penelitian ini merupakan penelitian kualitatif dengan jenis studi kasus (*case study*). Subjek penelitian ini adalah guru kelas II dan guru pendamping khusus dan kepala sekolah. Setting penelitian mengambil tempat di kelas II SD Negeri Unggulan Mongisidi I Makassar. Teknik pengumpulan data yang digunakan adalah observasi berperanserta, wawancara mendalam dan studi dokumentasi. Data dianalisis dengan menggunakan langkah-langkah reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa melalui hasil informasi yang diperoleh dari kepala sekolah, guru kelas II, dan guru pendamping khusus SD Negeri Unggulan Mongisidi I Makassar sudah menanamkan nilai-nilai karakter pada siswa di kelasnya melalui pembelajaran, hal ini terlihat dengan studi dokumentasi RPP, dalam RPP tersebut terdapat nilai-nilai pendidikan karakter khususnya ada pada KD dan KI maupun Indikator yang didalamnya terdapat nilai-nilai karakter yang ditekankan berkaitan dengan keberadaan siswa berkebutuhan khusus yaitu religius, integritas, nasionalis, mandiri, dan gotong royong. Penanaman nilai pendidikan karakter di kaitkan dengan visi dan misi sekolah, aturan sekolah, aturan kelas, selogan atau poster yang mendukung dalam implementasi pendidikan karakter. Bentuk penanganan dalam mengatasi masalah pendidikan karakter pada siswa berkebutuhan khusus yaitu dengan cara mencari tahu terlebih dahulu penyebabnya, kemudian menegurnya dengan baik, anak berkebutuhan khusus memiliki kemampuan sesuai dengan hambataannya dan tak jarang jika kita harus memberinya penjelasan di iringi dengan contoh sehingga anak akan lebih mudah memahami, jika tidak di indahkan maka di hadapkan dengan kepala sekolah dan sekolah menghubungi orang tuanya.

Kata Kunci: *Pendidikan Karakter, Siswa Berkebutuhan Khusus*

## ABSTRACT

**Suraety Djamaluddin, 2022.** Analysis of Character Values in Children with Special Needs at Mongisidi I State Elementary School Makassar. Supervised by Hj. Rosleny B and H. Muhammad Basri.

This study aimed at: 1). Describing the inculcation of character values in children with special needs at Mongisidi I State Elementary School Makassar. 2). Describing the form of management in overcoming the problem of character education in children with special needs at Mongisidi I State Elementary School Makassar. This research was qualitative research with the type of case study. The subjects of this study were class II teachers and specific teachers' assistant and school principals. The setting of the research took place at the second grade at Mongisidi I State Elementary School Makassar. Data collection techniques used were participatory observation, in-depth interviews and documentation studies. The data were analyzed using the steps as follows: data reduction, data presentation, and conclusion drawing. Inspection technique the validity of the data by using triangulation techniques and sources.

The results showed that through the results of information obtained from the principal, grade II teachers, and teacher assistants at Mongisidi I State Elementary School Makassar, they had instilled character values in students in their class through learning, this was seen by the study of the RPP (lesson plan) documentation. The RPP stated character education values, especially in KD (basic competence) and KI (core competence) indicators in which the character values that emphasized related to the existence of students with special needs, namely religious, integrity, nationalist, independent, and mutual cooperation. The instilling of character education values was associated with the school's vision and mission, school rules, class rules, slogans or posters that support the implementation of character education. The management of the problem of character education in students with special needs was firstly by finding out the cause, then admonishing, because we knew that children with special needs had abilities according to their obstacles and it was not uncommon. We needed to give an explanation along with examples so that children easier to understand furthermore then reported to the principal and the school contacted their parents.

**Keywords:** *Character Education, Students with Special Needs*



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